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ABSTRACT

Four governor's regional literacy summits were held throughout Ohio in autumn 1992. At the summits, literacy and adult education program administrators and teachers, business representatives, government leaders, community agency workers, adult learners, and others expressed their opinions about Ohio's literacy needs and ways of meeting them. An action agenda of 23 recommendations regarding coordination and collaboration, public awareness, research, program resources and support, advocacy and funding, and accountability were developed on the basis of the opinions expressed at the summit. The following were among the actions recommended: establish a state-level task force on literacy and state-level literacy goals; promote/support networks of local providers, local coalitions, and other collaborative efforts; undertake campaigns to create public awareness of the scope/cost of illiteracy and recruit literacy volunteers; delineate areas needing research annually and disseminate research syntheses to providers; develop mechanisms to identify model literacy initiatives and disseminate information about them; increase the use of technology in delivering adult basic and literacy education; and adopt model indicators and program standards and provide technical assistance to help literacy programs comply with them. (Appended are a glossary of agencies/organizations and the membership list of the governor's literacy summit state planning committee.) (MN)

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ED 374 216

Ohio's Action Agenda for Adult Literacy

1994

U.S. DEPARTMENT OF EDUCATION
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Prepared by
The Ohio Literacy Network

in cooperation with
Ohio Bureau of Employment Services
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Introduction

The recently released results of the Ohio Adult Literacy Survey (OALS) reveal that nearly one and a half million adult Ohioans or 17% of the state's 18 and over population function at the lowest literacy level measured by the assessment. While some of these individuals can sign their name or read a simple passage, they are unable to regularly perform tasks such as reading a bus schedule, locating an intersection on a map, or determining the difference in price between two items.

According to the National Literacy Act of 1991 to be literate means to possess the

> **"ability to read, write and speak in English and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and to develop one's knowledge and potential."**

It is obvious that many citizens of our state fall far short of their literacy potential.

The need to face the problem of under-educated adults is a pressing one. While the individual and his or her family are most directly affected by lack of literacy skills, society too pays a tremendous price. Under education results in increased costs for social services such as public assistance and leads to decreased economic competitiveness. The United Way estimates that annually illiteracy costs taxpayers and businesses over $20 billion dollars.

In Ohio, hundreds of programs offering adult basic and literacy education are operated by schools; private, non profit agencies; libraries; and colleges and universities. These programs are successfully serving tens of thousands of Ohioans. But hundreds of thousands of adults needing these services are not currently enrolled in such programs.

Any effort to confront the problem of adult under education must identify ways state agencies and organizations can provide assistance to local literacy programs and initiatives. The real work of educating adults in need of basic and literacy education is carried on locally. But state agencies and organizations provide the leadership and resources that strengthen local programs. In devising a plan to support the efforts of local programs numerous questions must be addressed, including:

How can Ohioans who need basic skills instruction best be informed of the availability of programs to meet their needs?

How can professionals who offer literacy and adult basic education programs best be assisted to provide quality services?

What literacy issues need increased attention from the research community?

What actions can be taken to insure that dollars currently available for basic education and literacy instruction and services are wisely spent?

How may the public, legislators and government officials best be informed of the costs to society of an under-educated population?

What actions should be taken to communicate to decision makers at the state and local levels the need for additional programs and resources dedicated to literacy?

This **Action Agenda** presents a course of action that addresses the above and other key questions related to expanding and improving literacy and basic education services for adults. Recommendations and strategies are clustered within six areas:

coordination and collaboration;
public awareness;
program resources and support;
research;
advocacy and funding; and
accountability.

Themes and issues emanating from the four Governor's Regional Literacy Summits, which were held as a part of the Literacy 2000 initiative in the fall of 1992, form the basis for these recommendations. The Summits offered the opportunity for literacy and adult education program administrators, teachers, higher education faculty, business representatives, government leaders, librarians, community agency workers, and adult learners to voice their opinions about the state's adult literacy needs and how to resolve them. (For additional details about the Summits see *Adult Literacy in Ohio: A Commonality of Concerns--A Report on the Governor's Literacy 2000 Regional Summits.* The report is available from the Ohio Literacy Network in Columbus, Ohio.)

The 23 recommendations in this **Action Agenda** reflect the Summit participants' opinions about actions most needed to strengthen literacy services in the state. Strategies are proposed for each of the recommendations. Some of these strategies are already being pursued. Their inclusion in this **Agenda** underscores their importance and supports their continuation. Other strategies reflect new activities, some of which can be undertaken with current funding, while others may require additional dollars to fully implement.

Beside each strategy is an indication of the agencies or organizations that should play a role in implementing the strategy. They may not be the only entities responsible for carrying out the strategies, but they should be the ones that have leadership roles in doing so. The Glossary, appearing as Appendix A of this document, defines the organizations, agencies and groups referenced in the **Action Agenda**.

The course of action set forth in this **Agenda** reflects the priorities articulated by the 600 particpants of the Governor's Literacy Summits. The **Agenda's** recommendations are reasonable and doable. But accomplishing the **Agenda** in full will require the commitment of the agencies and organizations responsible for implementing strategies and the support of lawmakers and other elected officials.

Recommendations for Action

COORDINATION AND COLLABORATION

RECOMMENDATION ONE: **Establish a state-level task force on literacy that includes representatives from state agencies involved with providing literacy funding and services.**

At least 15 state agencies are responsible for providing adult literacy or work force development services through 31 programs. According to **Jobs for Ohio's Future**, these services are characterized by a diffusion of responsibilities; a complex flow of funds; and a multitude of eligibility requirements, service providers, and types of service.

If a shared vision is to be developed among those responsible for providing literacy services, personnel in state agencies that administer programs must be aware of what is currently being done and by whom. To avoid unnecessary duplication of services, streamline programs, and leverage resources to provide the most benefit to citizens needing literacy services, a state-level task force is needed. This task force would coordinate the development of the state plans required in the administration of federal and state programs through which literacy services are provided and set the direction for coordinated and collaborative efforts. The Education Committee of the Governor's Human Resources Investment Council, formed in the fall of 1993, may assume the role of such a Task Force.

To avoid unecessary duplication of services, streamline programs, and leverage resources to provide the most benefit to citizens needing literacy services, a state-level task force is needed.

Strategy	Responsibility
Establish a state level literacy task force composed of representatives of governmental agencies responsible for funding literacy initiatives, literacy organizations, literacy programs responsible for delivering services, and consumers of literacy services.	Governor's Office
Empower the task force to review all state plans related to literacy programs, to coordinate state administered literacy services provided through state agencies, and to determine areas that would benefit from collaboration and cooperation.	Governor's Office
Recommend policies and procedures for literacy program planning, implementation, and funding and report these recommendations annually to the Governor, legislators, and appropriate state agencies.	GHRIC/Ed. Committee

RECOMMENDATION TWO: **Establish state-level literacy goals, program priorities, and desired outcomes and institute a mechanism for state agencies providing literacy services and funding to collect data that could be used in judging progress toward meeting literacy goals.**

The state literacy task force should institute a procedure for collecting data that would lead to common literacy service goals, priorities, and outcomes across state agencies entrusted with providing literacy funding and services. These common goals and priorities should be developed in consultation with professionals responsible for delivering literacy services locally and revised periodically as needed.

Annual progress toward achieving goals and outcomes should be assessed. Some state agencies already have methods for obtaining data that would allow for monitoring progress while others do not. The state literacy task force must identify information gaps and assist the appropriate agencies in developing mechanisms to collect needed data. (See **Accountability**, Recommendation Twenty-Three.)

Strategy	Responsibility
Schedule and hold regional hearings to receive input from literacy professionals, adult learners, government administrators, and business professionals regarding what should be Ohio's literacy goals and priorities.	GHRIC/Ed. Committee
Establish benchmarks by which to assess progress toward meeting those goals and priorities.	GHRIC/Ed. Committee, Goal Five Committee

RECOMMENDATION THREE: **Promote state, regional, and local collaboration and cooperation by 1) funding state and regional organizations to establish networks of local providers, 2) supporting the organization and operation of local coalitions, and 3) giving priority in grants and other programs to collaborative efforts.**

Support for collaboration and cooperation must be expressed in actions as well as words.

To obtain the most results with the funds available for literacy services, more cooperation and collaboration are needed among regional and local service providers. Support for collaboration and cooperation must be expressed in actions as well as words; funding agencies, particularly at the state level, should actively encourage collaboration and coordination efforts by providing dollars for them. The Ohio Department of Education's Training and Coordination grants, authorized under Section 353 of the Adult Education Act as amended by the National Literacy Act, provide examples of direct support for collaboration and cooperation.

Strategy	Responsibility
Continue to provide funding to support ABLE Regional Resource Centers.	ODE
Continue to provide, through Section 353 of the Adult Education Act, funds to support coalition and network building initiatives.	ODE
Issue RFP's and fund literacy initiatives that depend upon collaborative efforts at the local level.	ODE, OBES
Highlight exemplary collaborative efforts at state-level professional literacy meetings that are attended by local literacy and related agency personnel.	OAACE, OLRC, OLN, Common Good Team
Determine successful methods for collaborating among literacy providers and share this information at meetings and through communications.	OLRC, OLN, ODE

RECOMMENDATION FOUR: **Hold annual literacy forums and arrange sessions at professional meetings to bring together individuals with concerns about adult literacy to explore specific literacy issues and propose methods to achieve literacy goals.**

Issues and problems should serve as the focuses for annual interactive forums.

The literacy task force's assessment of the state's progress toward achieving its adult literacy goals and desired outcomes will surface issues that need to be more fully explored and discussed and problems that do not seem to be responding to current program initiatives.

These issues and problems should serve as the focuses for annual interactive forums that would bring together individuals from around the state who share an interest in the topics being addressed. These forums would provide the opportunity for individuals with similar concerns to come together, share perspectives, and mutually generate a recommended course of action. The forums would also provide the opportunity to highlight successful projects and initiatives occurring in Ohio and in other states and would contribute to building networks and fostering collaborative efforts.

Strategy	Responsibility
Identify issues related to adult literacy service delivery, teaching and staff development methods, learner assessment and measurement, recruitment and retention, and other areas that should be the subject of interactive forums.	GHRIC/Ed. Commitee, OLRC, ODE, OLN, OAACE, ERIC/ACVE

Communicate these issues to conference and meeting planning committees of state-level literacy organizations to be considered by them when developing conference agendas.	GHRIC/Ed. Commitee, OLRC, OLN
Hold an annual interactive forum to examine a select literacy-related issue or problem and generate recommendations for actions to address the issue.	Governor's Office, ODE, OLRC, OLN

PUBLIC AWARENESS

Ohioans must become more aware of the impact of an under-educated population on the economic and social well being of the state and its citizens.

RECOMMENDATION FIVE: **Undertake campaigns to create awareness among the general public of the scope and cost of illiteracy.**

Illiteracy is a hidden crisis. The economic and social toil of under-educated adults is tremendous. Ohioans must become more aware of the impact of an under-educated population on the economic and social well being of the state and its citizens. A climate must be created at the state and local levels that is supportive of individuals seeking to improve their basic skills functioning and that publicizes the availability of local literacy services.

Strategy	Responsibility
Through reviewing existing data and/or conducting surveys, ascertain what the general public knows about the effects of an under-educated population on society, the current educational levels of adult Ohioans, and the availability of literacy services.	OLRC, OLN, ODE
Develop a state-level, multi-year public awareness plan for creating awareness of literacy issues and for recruiting volunteers and adult learners to local literacy programs.	OLN, GHRIC/Ed. Committee
Develop and implement a plan for securing funding from public and private sources to underwrite costs for the public awareness initiative.	OLN, ODE, GHRIC/Ed. Committee
Design and conduct awareness initiatives that address the public's misinformation or lack of information as determined by survey results. Campaigns would include the production and distribution of issue-oriented media packets; PSAs for radio and television; articles to the print media; and posters and brochures.	OLN, ODE, GHRIC/Ed. Committee

RECOMMENDATION SIX: **Undertake a public awareness campaign to recruit literacy volunteers.**

Most private, non profit organizations that provide literacy services are dependent upon volunteers to provide tutoring. Many publicly funded adult basic education and literacy programs also utilize volunteers. Without the involvement of volunteers, costs for providing adult literacy instruction would be considerably higher and fewer adults would have the services they need available to them. Efforts are necessary to encourage concerned Ohioans to become involved in a local literacy program in their community. Citizens who volunteer their time and effort to improve the literacy skills of their fellow Ohioans should be recognized for their efforts.

Strategy	Responsibility
Design and conduct recruitment campaigns to inform citizens to call local or state hotlines for information about volunteering in literacy programs. Strategies would include production of: newspaper ads; press releases; PSAs for radio and television; feature stories and articles for daily and weekly newspapers; posters for distribution to churches, libraries, supermarkets and other public places; stuffers for utility bills and bank statements; billboards; and personal presentations to businesses and civic groups.	ODE, OLN, State Library, Local Programs
Identify methods for including experienced literacy tutors in campaigns to recruit other tutors.	Local Programs
Work with civic and professional groups with an interest in volunteerism to promote the need for volunteers in literacy programs.	OLN
Conduct an evaluation every two years to determine the effectiveness of efforts to recruit volunteers to literacy programs.	OLN

Without the involvement of volunteers, costs for providing adult literacy instruction would be considerably higher.

RECOMMENDATION SEVEN: **Develop and implement recruitment campaigns to involve college students in literacy programs and activities.**

Students on college and university campuses throughout the state comprise a pool of potential literacy volunteers. Recruiting college students not only will help to meet current volunteer needs, but also may encourage young people to continue volunteering in literacy after they complete their college studies.

One organized effort to involve college students in literacy is SCALE (Student Coalition for Action in Literacy Education). This organization, which has chapters at several colleges and universities around the country, including those in Ohio, establishes literacy programs to serve citizens in the communities in which the campuses are located.

Often, SCALE organizations work with local literacy providers in the community. Cooperative ventures with SCALE affiliates would be in the best interest of both SCALE and local providers. Local groups could benefit from the efforts of college students and college students would benefit from the staff development opportunities literacy providers offer. Where campus groups do not exist, local programs may wish to work with the national office of SCALE to help establish a SCALE program.

Strategy	Responsibility
Identify existing college literacy programs and publicize them among local literacy providers.	OLN, Ohio SCALE Office
Sponsor sessions at state-level meetings to explain SCALE and highlight existing campus-community program collaborations.	ODE, OLN, OLRC, OAACE, Ohio SCALE Office
Offer assistance to local student-based literacy programs in recruiting students and fund raising.	Ohio SCALE Office, OLN
Establish new chapters of SCALE on college campuses throughout the state.	Ohio SCALE Office

American companies, including those is Ohio, invest far less in employee training than do businesses in other industrialized nations.

RECOMMENDATION EIGHT: **Conduct a campaign to convince the business community of the need to become a partner in developing and implementing programs to enhance the skills of employees.**

It is estimated that 20% of American workers lack the basic literacy skills needed to perform their jobs. If Ohio businesses are to enjoy maximum productivity and compete in a global economy, they must have workers that possess the competencies to perform their jobs. Because 75% of the Year 2000's work force is in today's work force, it is imperative that businesses become more active in offering education programs targeted to their workers' educational needs. Currently, American companies, including those in Ohio, invest far less in employee training than do businesses in other industrialized nations. According to the American Society of Training and Development (ASTD), the training dollars that are available are primarily targeted to managers and supervisors. Managers and supervisors comprise 30% of the work force, but 70% of the training dollars are earmarked for these employees.

Remedial training that is offered is more likely to be provided by larger employers. An ASTD survey of 20,000 businesses with 100 or more employees found that the percent of businesses offering remedial training increased with the size of the work force as is indicated below:

No. of Employees	% of Businesses Offering Remedial Training
100-499	9.3%
2,500-9,999	24.7%
10,000+	29.7%
Fortune 500	36 %

More employers need to be made aware of the benefits of providing educational opportunities for their employees. Further, government leaders need to identify incentives that can be offered to large and small businesses alike for implementing employee training.

Strategy	Responsibility
Meet with representatives of business and labor organizations to 1) ascertain their perceptions of the impact of lack of basic skills on the economic competitiveness of state businesses, 2) identify barriers to establishing work site programs, and 3) develop a model for establishing work site programs.	OLRC
Identify and promote incentives for employers to establish opportunities for their employees to become involved in work force development initiatives.	OBES, GHRIC
Communicate information to businesses, Chambers of Commerce, and the Ohio Industrial Association about existing adult education and literacy providers in their community and social services available to employers and employees.	OBES, OLN
Work with businesses and labor groups to develop and implement strategies to promote employee involvement in education programs.	OBES
Continue to publicize and reward Ohio businesses that establish and conduct quality work place education programs.	OBES
Survey Ohio businesses that have work place education programs to determine the benefits they perceive result from these programs and share this information at meetings and in communications.	OLRC

Goverment leaders need to identify incentives that can be offered to large and small businesses alike for implementing employee training.

RECOMMENDATION NINE: **Develop and implement recruitment campaigns targeted to specific groups of adults in need of literacy services.**

Campaigns should be designed to inform and encourage specific groups of under-educated adults to enroll in programs to improve their basic skills functioning. Such groups would include parents of young children, displaced workers, adults on public assistance, senior citizens, and young adult minority males. Factors that encourage individuals to seek out and enroll in instruction will vary among these groups. Thus messages will need to be developed that are most likely to encourage specific target groups to become involved in adult basic and literacy education programs. Decisions about specific groups to target in these campaigns will also need to be based on the availability of programs to serve them. Considerable thought should be given before under-

taking major campaigns when the capacity of local programs to meet the demand for service that may result may be severely limited.

Strategy	Responsibility
Analyze data from the OALS, census information, and other data sources to identify targets for public awareness campaigns and to ascertain particular messages that should be utilized in these campaigns to encourage adult learners who need basic skills instruction to seek it.	OLRC, OLN, State Library, ODE
Design and implement public awareness programs intended to encourage adults in need of basic skills instruction to enroll in local literacy programs. Strategies would include production of: newspaper ads; PSAs for radio and television; feature stories and articles for daily and weekly newspapers; posters for distribution to local bureau of employment service offices, churches, hospitals, human service agencies, libraries, supermarkets and other public places; stuffers for utility bills and bank statements; billboards; and personal presentations to businesses and civic groups.	OLN, Local Programs
Distribute information about the availability of adult basic and literacy education programs to local offices of the Department of Human Services, the Ohio Bureau of Employment Services, and community libraries.	OLN
Conduct an evaluation every two years to determine the effectiveness of efforts to recruit adults to literacy programs and the capacity of local adult basic education and literacy programs to serve these adults.	OLN

Much about the costs of illiteracy, how to effectively address the problem, and how to evaluate the results of literacy services remains to be learned.

RESEARCH

RECOMMENDATION TEN: **Annually delineate literacy areas in need of investigation and encourage faculty and graduate students at Ohio's institutions of higher education and literacy providers to conduct research in these areas.**

Areas in adult literacy in need of study include

- The impact of illiteracy on the state's economy;
- Methods for effectively reaching and instructing various target populations in need of literacy services;
- Development of effective needs assessment methodology;
- Development of impact evaluation methods and techniques for use by ABLE sponsored programs and programs that are not sponsored by ABLE funds;

Methods for breaking the cycle of intergenerational illiteracy;

Methods for effective teaching of basic skills within specific industries; and

Cost-effective methods for assessing learning disabilities in adults.

Much about the costs of illiteracy, how to effectively address the problem, and how to evaluate the results of literacy services remains to be learned. A literacy research agenda should be developed and annually reviewed and revised. The agenda should be disseminated to and used by agencies that fund research efforts to identify topics for Request for Proposals. The agenda should be distributed to faculty in relevant departments of Ohio's colleges and universities and to literacy providers to encourage research within those areas in need of investigation.

Strategy	Responsibility
Analyze data from sources such as OALS, input from literacy forums, and reports of local ABLE programs to determine areas of needed research.	OLRC
Develop a research agenda and communicate the agenda to the Ohio Board of Regents and colleges and university faculty through professional organizations such as OAACE, OLN, and Ohio Library Association; to private and public funding sources including foundations; and to governmental funding sources.	OLRC, ERIC/ACVE, ODE, OAACE, OLN
Publicize the literacy research agenda through state and national organization newsletters and through professional publications.	OLRC, ERIC/ACVE, OAACE, OLN

RECOMMENDATION ELEVEN: **Prepare research syntheses and disseminate them to literacy providers.**

Literacy providers are more likely to attend to results of adult literacy research when they understand the relevance of the results for their programs and clients. Too often results of research are presented in a fragmented manner with little effort to relate the findings to the concerns and needs of the practitioner. Clear and understandable syntheses of relevant research studies that present a discussion of how these findings could be translated into practice would greatly facilitate the transfer of theory to practice.

Too often results of research are presented in a fragmented manner with little effort to relate the findings to the concerns and needs of the practitioner.

Strategy	Responsibility
Determine through forums, surveys, and other means what information literacy providers need and want to assist them to more effectively plan and operate their literacy programs.	OLRC, ERIC/ACVE

Create a database of individuals with an interest in obtaining information about specific research issues or areas of program development and implementation.	OLRC, ERIC/ACVE
Provide user-friendly syntheses of research results and disseminate them by direct mail to professionals who have expressed an interest in the topic and through newsletters of existing organizations.	OLRC, ERIC/ACVE

RECOMMENDATION TWELVE: **Involve adult learners in a substantive and meaningful way in any research attempting to determine effective methods for designing and delivering literacy services to adult learners.**

New adult learners can provide valuable insights into how to best reach and encourage other adult learners to pursue literacy services.

Researchers need to understand that new adult learners can provide valuable insights into how to best reach and encourage other adult learners to pursue literacy services. Too often adult learners' opinions and inputs are not sought. When appropriate, researchers should work with local literacy providers to identify adult learners to involve in studies. Focus groups of new readers could be utilized to tap opinions regarding potential effectiveness of public awareness and motivational items.

Strategy	Responsibility
Utilize members of Ohio's delegation to the National Adult Literacy Congress to identify ways to involve adult learners in research and focus groups.	OLN, OLRC
Create a statewide network of adult learners with an interest in serving in research initiatives.	OLN, OLRC
Encourage local literacy programs to add adult learners to their paid staff to serve as recruiters and student coordinators.	OLN

PROGRAM RESOURCES AND SUPPORT

RECOMMENDATION THIRTEEN: **Develop a mechanism for identifying model literacy initiatives, analyzing why these programs work, and disseminating information about effective practices to literacy providers in Ohio**

Effective, successful literacy programs are in operation throughout Ohio and the country. Exemplary literacy and work force development programs can serve as models for other service providers who share the same goals and objectives. A process should be established for identifying and studying adult basic and literacy education programs that are highly successful in encouraging

adult learners with varying learning needs and from a variety of backgrounds to become involved in their program, in retaining adult learners once they have enrolled in programs, and in assisting learners to advance in their literacy studies. Programs incorporating innovative and effective staff development approaches and those that have established collaborative relationships in an effort to best meet client needs also should be identified.

Attention should be given to studying programs to determine why they work.

Attention should be given to studying programs to determine why they work. Investigations should go beyond analysis of program data such as the number of students enrolled, the number of students retained in the programs, and the level of educational attainment achieved by enrollees. Effective programs should be examined to discover what features lead to success. Instructional methods, motivational techniques, support services offered, and staff development techniques employed are some of the factors that should be investigated. Program components should be considered in light of the adults served, their ancillary needs, and their performance level when entering the program.

Exemplary programs should be recognized and information about them disseminated through popular media and professional channels. A database should be established to track programs and allow for easy generation of information about model programs.

Strategy	Responsibility
Establish an annual process for identifying and evaluating the literacy programs utilizing innovative and exemplary processes to recruit and train paid and volunteer staff and to recruit and retain students.	ODE, OLRC, OLN, OAACE,State Library,ERIC/ACVE
Analyze innovative and exemplary programs to determine what makes them work and prepare and disseminate profiles of them.	OLRC, RRCs
Offer inservice opportunities for staff from local literacy programs to teach effective practices.	OLRC, RRCs
Formally recognize those programs that have been determined to be exemplary.	Governor's Office

RECOMMENDATION FOURTEEN: **Compile and disseminate a listing of all literacy programs offered at the local level.**

One of the first steps in keeping abreast of what literacy services are available to Ohio citizens who need them is to collect information about program locations and services offered. *The Directory of Adult Literacy Programs in the State of Ohio*, compiled by the Ohio Literacy Network, contains a listing of both government funded and privately sponsored literacy programs operating throughout Ohio. The *Directory* is used by state organizations and agencies and local libraries, social service agencies, and government offices to refer adult learners and potential volunteers to local literacy programs.

An expanded or similar directory containing information about work force development programs should also be produced. This directory would include descriptive information about currently operating work site programs that would be helpful to employers considering establishing similar programs.

Strategy	Responsibility
Continue to compile and publish a directory of information about local literacy programs and disseminate the directory to literacy programs, resource centers, libraries, employment agencies, and other agencies that could use the directory for referral purposes.	OLN
Collect information about literacy opportunities that are available at work sites around the state and compile the information into a directory for distribution to businesses and other sources.	OLN, OBES

A considerable amount of expertise in literacy and work force development is available among literacy practitioners, college and university faculties, and government agency personnel.

RECOMMENDATION FIFTEEN: **Establish a database containing records of individuals with expertise in community-based, work place, and family literacy program development, implementation, and evaluation; compile information about those individuals who are available to provide technical assistance and consultation.**

A considerable amount of expertise in literacy and work force development is available among literacy practitioners, college and university faculties, and government agency personnel. Currently there is no central source of information about professionals in the state who have expertise in community-based, work place, and family literacy program development. A database is needed to maintain information that could be accessed by literacy providers needing assistance in establishing and operating literacy programs.

Strategy	Responsibility
Survey colleges and universities, literacy programs, local and state government agencies, libraries, businesses with work place programs, social service agencies, JTPA programs, and other agencies and organizations to identify personnel with expertise in literacy program development, administration, and evaluation.	OLRC, RRCs
Maintain a computerized database of professionals willing to provide inservice and/or technical assistance to local agencies and businesses on establishing, administering and evaluating literacy programs.	OLRC

RECOMMENDATION SIXTEEN: **Expand training opportunities in order to promote professionalism and effectiveness among literacy instructors, both paid and volunteers.**

The success of literacy programs depends largely on the quality of instruction provided to adult learners. And, the quality of instruction depends upon the professionalism and expertise of the instructional staff be they paid or volunteer.

In adult basic and literacy education, maintaining a well informed instructional staff is particularly difficult because most instructors are either part-time employees--often moonlighting elementary and secondary teachers--or volunteers. National studies reveal that less than 10% of the staff of programs receiving funding from the ABLE program are full-time, approximately a quarter are volunteers, and nearly two-thirds are part-time.

In adult basic and literacy education, maintaining a well informed instructional staff is particulary difficult because most instructors are either parttime employees--often moonlighting elementary and secondary teachers--or volunteers.

Increased professionalism entails setting and publicizing standards for programs and personnel and offering inservice and formal educational programs that would help administrative and instructional staff achieve those standards. Instructional staff must be well-prepared and should be kept informed of new methods, materials, and uses of technology through regularly scheduled inservice and other professional development opportunities. Administrative staff, in addition, must be kept aware of effective methods for managing personnel and resources.

State and regional organizations and agencies must continue to provide staff development opportunities that will move the adult literacy field toward greater professionalism. Staff development programs should be designed around areas of greatest need and should utilize instructors with a demonstrated record of effectiveness.

Funding agents should require a set portion of budgets for instructional support grants to be devoted to inservice programming.

Strategy	Responsibility
Identify staff development needs by consulting results of literacy summits, state level advisory groups, project directors of 353 funded programs, directors of ABLE sponsored instructional programs, and directors of other literacy programs operated by local, non-profit, private agencies.	OLRC, ODE, OAACE, OLN
Convene a representative group of adult program administrators, educators and literacy instructors to review and utilize as appropriate existing professional standards that relate to adult education and literacy instruction and develop professional guidelines for each type of adult education delivery model, i.e., ABE and GED classes, small groups, and individual tutoring. In addition to instructional procedures, guidelines should address areas such as student load, preparation time, frequency of instruction, and inservice training.	OLRC, RRCs

Plan and hold extended inservice opportunities addressing areas in which there is the greatest discrepancy between perceived current practices and standards.	OLRC, RRCs, ODE
Establish statewide networks of community providers interested in receiving up-to-date information related to instruction and program implementation.	OLRC, OLN
Institute a state-level recognition process to honor and recognize outstanding literacy staff paid and unpaid.	Governor's Office, OLRC,OLN

Not all programs and approaches are suitable for all adult learners.

RECOMMENDATION SEVENTEEN: **Compile and disseminate information about effective initial assessment and intake procedures.**

In many communities in Ohio numerous instructional options are available for providing basic skills instruction. But, not all programs and approaches are suitable for all adult learners. Literacy program staff must have information about available assessment tools; be knowledgeable about the use of these assessment tools and how to interpret the results; and have access to models of effective intake procedures. Data from the assessment and intake process should be used to determine the appropriate instructional placement for the adult learner. In addition, a particular need exists for identifying and/or developing cost-effective procedures to determine the specific learning needs of adults with learning disabilities and for training staff in the use of these methods.

Strategy	Responsibility
Conduct a review of assessment/intake procedures used nationally in literacy programs.	OLRC, ODE
Compile and publish information about effective assessment/intake procedures.	OLRC, ODE
Hold workshops for local literacy providers on instituting effective assessment/intake procedures.	OLRC, RRCs, ODE
Identify or develop cost effective methods for diagnosing the learning needs of adult learners with learning disabilities and hold workshops to train literacy program staff in their use.	OLRC, ODE

RECOMMENDATION EIGHTEEN: **Collect and disseminate information about effective methods and techniques to be used to evaluate learner progress.**

Local literacy program professionals must be aware that there are numerous ways to assess the progress of students receiving literacy services. Not all methods are equally valid and useful in all circumstances. Practitioners need to be kept aware of state-of-the-art student evaluation and assessment methodology. Guidelines for appropriate use of assessment and evaluation methods are needed as are regular staff development sessions designed to train paid and volunteer staff in the application of these evaluation methods.

Strategy	Responsibility
Conduct a review of effective methods used to evaluate the progress of learners in literacy programs. This review should include those methods identified in Ohio's effort to establish indicators of program quality.	OLRC, ODE
Develop guidelines for use by literacy professionals in selecting evaluation methods that most appropriately match the instructional program goals, the instructional methodology utilized by the program, and the literacy level and learning style of the adult learner to be evaluated.	OLRC, ODE, ERIC/ACVE
Offer inservice workshops to explain evaluation methods and how to appropriately select and use them.	OLRC, RRCs, ODE

RECOMMENDATION NINETEEN: **Increase the utilization of technology in the delivery of adult basic and literacy education instruction and staff development.**

Appropriately used, instructional technologies can help overcome barriers imposed by geography, personal schedules, and class location.

Technology has the potential to expand the capabilities of literacy programs and staff. Appropriately used, instructional technologies can help overcome barriers imposed by geography, personal schedules, and class location. Television has been successfully used in some states to provide GED instruction to adults who have dropped out of school. Two neighboring states, Kentucky and Indiana, have state-funded programs for providing and promoting GED on TV throughout the state and for offering accompanying learner instructional support services.

Results from a Kentucky study indicate that over 85% of individuals who obtained their GED in the late 1980's as a result of their enrollment in GED on TV in Kentucky would not have received their GED if instruction had not been available on TV. These individuals reported that because of problems with child care arrangement, transportation, and class time and location they had not been able to enroll in GED programs at a school or other facility.

Tele-communications and distance-learning networks make it possible for staff training and inservice sessions to occur across miles.

Computers and interactive videos also hold the possibility of allowing adult basic and literacy education programs to expand their service and/or adapt instruction to the particular needs of students. According to Donna Miller-Parker's 1993 report, *Instructional Technology Resource Guide for Staff Development*, instructional technology can provide immediate feedback, interaction, varied instructional methods, flexibility, individualization of curriculum, and an increased sense of privacy and individual responsibility. Some evidence also exists that technology results in increased retention of students in adult education programs.

Technology can also be helpful in staff development and program management. Telecommunications and distance-learning networks make it possible for staff training and inservice sessions to occur across miles. Computer applications can assist literacy professionals in keeping records of adult learners' instructional involvement and progress and in managing literacy programs.

A need exists to explore the best uses of technology in adult education programs, to introduce professional staff in adult basic and literacy education programs to the appropriate instructional uses and administrative applications of technology, and to assist programs to secure funding for technologies. Further, publishers should be influenced to develop software applications for use in adult basic and literacy education instruction.

Strategy	Responsibilty
Investigate the possibility of establishing a state supported GED on TV program.	ODE
Identify and publicize Ohio adult basic and literacy education programs that have successfully utilized technology for instructional or program management purposes.	OLRC, OLN, State Library
Fund projects to explore and to train others in the appropriate uses of technology in adult education instruction, staff development, and administration.	ODE
Work with national and state literacy organizations to exert influence on software developers and publishers to create more instructional software suitable for use in adult literacy programs.	ODE, OLRC, OLN

ADVOCACY AND FUNDING

RECOMMENDATION TWENTY: **Establish mechanisms for effectively communicating information about literacy program funding needs to local and state government and business decision-makers for the purpose of increasing literacy services and programs.**

To ensure that decision makers understand the need for adequate support of adult education and literacy programs, the adult literacy constituency must speak with a common voice in support of strengthening adult literacy programs in Ohio. Literacy program needs must be clearly communicated to those at the executive and legislative branches who propose programs and decide upon funding levels. An advocacy coalition should be formed consisting of state level organizations that represent literacy professionals, paid and volunteer, and adult learners. Communication networks--electronic, telephone, mail--should be formed to facilitate timely transmittal of information about literacy issues and funding.

The adult literacy constituency must speak with a common voice in support of strengthening adult literacy programs in Ohio.

Strategy	Responsibility
Form a state-level coalition of key literacy organizations to inform legislators and other decision makers of literacy funding and program needs.	OAACE, OLN, OLRC
Form a network of literacy providers throughout the state to serve to alert other providers in their area of the need to respond to issues related to funding and program.	OAACE, OLN, OLRC
Prepare and disseminate to state decision makers reports on the status of literacy needs in the state, current efforts within the area, and additional funding and program needs.	GHRIC/Ed. Committee, OAACE, OLN, OLRC

RECOMMENDATION TWENTY-ONE: **Maintain and disseminate information about funding opportunities through private and public sources available to local literacy providers.**

Local literacy programs, particularly those that are operated by private, non-profit agencies, need assistance in locating public and private sources of funding for their programs. Many local literacy programs depend upon funding from both the public and private sectors. With limited staff, local literacy programs often do not have the time to research potential funding opportunities. Providers would benefit from evaluations and analyses of funding sources so that they may ascertain if a particular source is a likely candidate to support their program.

Further, literacy program personnel would benefit from workshops focusing on how to develop projects and prepare grant applications to obtain funding for those projects.

Strategy	Responsibility
Collect and disseminate information about governmental and private funding opportunities for literacy programs and make that information available to local literacy programs.	OLRC
Prepare funding briefs containing information about funding opportunities and disseminate them to state and regional entities for distribution to their clients/members.	OLRC
Hold proposal writing workshops to assist literacy program personnel to learn how to prepare effective applications for funding of their programs.	OLN, OLRC, ODE

ACCOUNTABILITY

Delivery of quality, effective service must be the goal of every literacy program regardless of how the program is funded or the type of adult learner served.

RECOMMENDATION TWENTY-TWO: **Adopt model indicators and program standards applicable for local literacy providers and provide technical assistance to help literacy programs comply with these standards.**

Delivery of quality, effective service must be the goal of every literacy program regardless of how the program is funded or the type of adult learner served. Standards should govern all aspects of a program--learner outcomes, staff development, intake assessment procedures, recruitment, and program management. The specific standards applied to each program will depend upon the type of services offered and clients served. But literacy professionals in all programs should establish reasonable, measurable standards, and they should design and implement their programs in ways most likely to achieve those standards.

Some literacy programs may need assistance in one or more aspects of their program operations. That assistance should be provided through direct technical assistance or workshop opportunities.

Strategy	Responsibility
Publicize model indicators and standards and provide technical assistance to local programs in instituting procedures and practices to meet standards.	ODE, OLRC, RRCs

RECOMMENDATION TWENTY THREE: **Annually review and report on the state's progress toward achieving literacy goals by reviewing and reporting on literacy-related data collected by state agencies and organizations.**

As indicated in the section on **Coordination and Collaboration**, information should be collected and compiled that would allow for an assessment of the state's progress toward implementing the recommendations in this **Action Agenda**. Those agencies and organizations responsible for carrying out strategies to meet these recommendations should collect and analyze data that report on progress. Data collection must be coordinated with or be a part of the state's effort to provide an overview of progress for achieving Goal Five of the National Educational goals.

Information should be collected and compiled that would allow for an assessment of the state's progress toward implementing the recommendations in this Action Agenda.

Strategy	Responsibility
Establish procedures for collecting and reporting data that would provide an update on Ohio's progress toward meeting the recommendations in this **Action Agenda** and on Goal Five of the national educational goals.	GHRIC/Ed. Committee
Prepare and disseminate an annual report on the progress being made in implementing the recommendations of the **Action Agenda** to members of the Ohio legislature, print and electronic media, literacy organizations, schools, and institutions of higher education.	GHRIC/Ed. Committee

Appendix A

Glossary of Agencies and Organizations

Common Good Team	A group of representatives from those state agencies that provide complementary services to JOBS (Job Opportunities and Basic Skills) and LEAP (Learning, Earning, and Parenting Program) clients.
ERIC/ACVE	The Educational Research Information Clearinghouse for Adult and Continuing Vocational Education
Goal Five Committee	The committee responsible for preparing the section of Ohio Goals report that addresses the state's progress in working toward the National Education Goal Five--"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."
GHRIC/Ed. Committee	Governor's Human Resource Investment Council's Education Committee. This committee makes recommendations pertinent to the quality of education, the relevance of education to the needs of Ohioans within or hoping to join the labor force, and the overall coordination of education with employment and training and economic development activities.
Local Programs	Local adult basic and literacy education programs
OAACE	Ohio Association of Adult and Continuing Education
OBES	Ohio Bureau of Employment Services
ODE	Ohio Department of Education
OLN	Ohio Literacy Network
OLRC	Ohio Literacy Resource Center
Ohio SCALE Office	Ohio Office of the Student Coalition for Action in Literacy Education
RRCs	Regional Resource Centers
State Library	State Library of Ohio

Appendix B

Members of the Governor's 1992 Literacy Summit State Planning Committee

Mark Koogler (Chair), Nationwide Insurance

James Bowling, Ohio Department of Education

William Crowley, State Library of Ohio

Sister Julia Deiters, Terrace Guild/CUB

Janet Durfee-Hidalgo, Governor's Office

Roger Dyer, AEP/Columbus Southern Electric

Kathy Faust, Board of Regents

Robert Haas, Ohio Department of Human Services

Roland Patzer, President, Ohio Literacy Network

Edith Poling, Literacy Initiative of Central Ohio

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Judy Griggs, Executive Director, Ohio Literacy Network

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